

**GCSE**

**Classical Civilisation**

**Unit A352: Epic and Myth (Higher Tier)**

**Specimen Paper**

# H

**A352(H)**

Time: 1 hour

Additional Materials: Answer Booklet (8 pages)



## INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided in the Answer Booklet.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- There are **two** options in this paper:  
Option 1: Homer *The Odyssey*  
Option 2: Ovid *Metamorphoses*.
- Answer questions for **either** Option 1 **or** Option 2.
- Answer **one** question from section A and **one** question from section B of the option that you have studied.

## INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 60.

### Option 1: Homer The Odyssey

Answer **one** question from Section A and **one** from Section B

#### Section A: Commentary Questions

Answer **one** question from this section.

#### EITHER

- 1 Read the following passage from the Odyssey and answer the questions which follow:

*Athene visits Nausicaa in Scheria*

The polished doors were closed; but Athene swept through like a breath of air to the girl's bed, leant over her and spoke to her, taking the form of the daughter of a ship's captain named Dymas, a girl of Nausicaa's own age and one of her closest friends.

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In the form of this girl, bright-eyed Athene said: 'Nausicaa, how did your mother come to have such a lazy daughter as you? All your shining clothes have been left lying about neglected, but you may soon be married and need beautiful clothes, not only to wear yourself but to provide for your bridegroom's party. That is how a bride gains a good reputation with people, which brings great pleasure to her father and her mother. Let us go and do some washing together the first thing in the morning. I will go with you and help, so that you can get it done as soon as possible, because you certainly won't remain unmarried long. Every nobleman in Phaeacia, where you yourself were born and bred, wants you for his wife.'

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Homer, *Odyssey*, book 6

- (a) Odysseus has just arrived in Phaeacia.

Give two details of how he arrived there.

[2]

- (b) Explain how Nausicaa helps Odysseus and why this is significant in the *Odyssey*.

[6]

- (c) In what ways is Homer's portrayal of Athene in this passage typical of how she appears elsewhere in the *Odyssey*?

[7]

- (d) 'Odysseus shows considerable understanding in his treatment of Nausicaa.' Explain whether you agree with his view.

[15]

[Total: 30]

OR

2 Read the following passage from the *Odyssey* and answer the questions which follow:

*The voyage after the first visit to Aeolus' island.*

For nine days and nights we sailed on; and on the tenth we were already in sight of our homeland, and had even come near enough to see people tending their fires, when I feel fast asleep. I was utterly exhausted, for in my anxiety to speed out journey home I handled the sheet of my ship myself without a break, giving it to no one else.

5

The crew began to discuss matters among themselves, and word went round that I was bringing home a fortune in gold and silver which the great-hearted Aeolus son of Hippotas had given me. And this is what they said as they exchanged glances: "It's not fair! What a captain we have, valued wherever he goes and welcomed in very port! Back he comes from Troy with a splendid haul of plunder, though we who have gone every bit as far come home with empty hands – and now Aeolus has given him all this into the bargain, as a favour for friendship's sake! Come on; let's find out and see how much gold and silver is hidden in that bag."

10

Homer, *The Odyssey*, book 10

- (a) Briefly describe how Aeolus first received Odysseus when he arrived on Aeolus' island. [2]
- (b) Explain why Aeolus reacted as he did when Odysseus returned to his island after this. [6]
- (c) In what ways is Homer's portrayal of the crew in this passage typical of how they appear elsewhere in the *Odyssey*? [7]
- (d) Do you think that the crew's perceptions of Odysseus outlined in this passage have any justification? In your answer you should show knowledge of Odysseus' actions elsewhere in the *Odyssey* to support your answer. [15]

[Total: 30]

[Turn over

**Section B: Essays****Option 1: Homer *The Odyssey***

Answer **one** question from this section.

**Either**

- 3** 'Women are the source of many of the difficulties for Odysseus in the *Odyssey*.' How far do you agree with this statement?

Give reasons for your answer and include details from the books of the *Odyssey* which you have read. **[30]**

**OR**

- 4** 'Odysseus may be cunning, but he is an ineffective leader.' How far do you agree with this statement?

Give reasons for your answer and include details from the books of the *Odyssey* which you have read. **[30]**

**[Paper Total: 60]**

### Option 1: Ovid *Metamorphoses*

Answer **one** question from Section A and **one** from Section B

#### Section A: Commentary Questions

Answer **one** question from this section.

#### EITHER

- 1 Read the following passage from the *Metamorphoses* and answer the questions which follow:

##### *An account of the Golden age*

First to be born was the Golden Age. Of its own free will,  
without laws or enforcement, it did what was right and trust prevailed.  
Punishment held no terrors. No threatening edicts were  
Published  
in tablets of bronze; secure with none to defend them, the crowd  
never pleaded or cowered in fear in front of their stern-faced judges.  
No pine tree had yet been felled from its home on the mountains and come down  
into the flowing waves for journey to lands afar;  
mortals were careful and never forsook the shores of their homeland.  
No cities were yet ringed round with deep, precipitous earthworks;  
long straight trumpets and curved bronze horns never summoned to battle;  
swords were not carried nor helmets worn; no need for armies,  
but nations were free to practise the gentle arts of peace.

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Ovid, *Metamorphoses*, book 1

- (a) Give **two** details of how the Silver Age is different from the Golden Age. [2]
- (b) Outline how Ovid describes the beginning of creation. Explain **one** reason why you think he begins his work with this. [6]
- (c) How does Ovid describe the Golden Age to make it particularly attractive? [7]
- (d) 'The account of the ages adds little to the *Metamorphoses*.' How far do you agree with this? In your answer you should show knowledge of each of the different ages. [15]

[Total: 30]

[Turn Over]

OR

- 2 Read the following passage from the *Metamorphoses* and answer the questions which follow:

*The beginning of the story of Baucis and Philemon*

‘Pure fiction!’ he said. ‘Achelous, you credit the gods with too much power, if you think they create and then alter the shapes in Nature.’

All were aghast at these blasphemous words and voiced disapproval,

especially Lelex, whose mind reflected his riper years.

‘The power of heaven cannot be measured,’ he answered firmly.

‘It knows no bounds. Whatever the gods decree is accomplished.

To ease your impious doubts, you should visit the Phrygian hills

to look at an oak tree and linden nearby, both ringed by a low wall.

I’ve been to the place myself, when Pittheus sent me from Troezen

to Phrygia’s lands, where his father Pelops had once been king.

Not far from the spot is a fen which used to be habitable Land

but is now under water and haunted merely by coots and divers.

Jupiter once came here, disguised as a mortal, and with him

his son, the messenger Mercury, wand and wings set aside.

Looking for shelter and rest, they called at a thousand Homesteads;

a thousand doors were bolted against them. One house, however,

did make them welcome,

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Ovid, *Metamorphoses*, book 8

- (a) Give **two** details of how Baucis and Philemon were rewarded for their hospitality. [2]
- (b) Explain why Lelex decides to tell this story? [6]
- (c) How does Ovid portray Lelex in this passage? [7]
- (d) ‘Men are the playthings of the gods.’ In what ways do you think that this is true in the story of Baucis and Philemon? In your answer you should show knowledge of whole story. [15]

[Total: 30]

**Section B: Essays****Option 2: Ovid *Metamorphoses***

Answer **one** question from this section.

**EITHER**

- 3** How far do you agree that Ovid aimed not only to entertain but also to educate his audience?

Give reasons for your answer and include details from the books of the *Metamorphoses* which you have read. **[30]**

**OR**

- 4** 'Everything changes, nothing remains the same.' How far do you think that Ovid demonstrated this through the stories in the *Metamorphoses*?

Give reasons for your answer and include details from the books of the *Metamorphoses* which you have read. **[30]**

**[Paper Total: 60]**

**[Turn Over]**

### *Copyright Acknowledgements:*

#### *Sources*

Homer, *The Odyssey*, translated by E.V. Rieu, ed. D. C. H. Rieu and P. V. Jones, Penguin 1991, book 6 lines 19-35

Homer, *The Odyssey*, *ibid.* book 10, lines 28-45

Ovid, *Metamorphoses*, translated by David Raeburn, introduction by Denis Feeney, Penguin 2004; book 1, lines 88-100

Ovid, *Metamorphoses*, *ibid.* book 8, lines 614-629

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The maximum mark for this paper is 60.

SPECIMEN

Section A: Commentary Questions		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
1	<p><b>Read the following passage from the <i>Odyssey</i> and answer the questions which follow:</b></p> <p>The polished doors were closed; but Athene swept through like a breath of air to the girl's bed, leant over her and spoke to her, taking the form of the daughter of a ship's captain named Dymas, a girl of Nausicaa's own age and one of her closest friends.</p> <p>In the form of this girl, bright-eyed Athene said: 'Nausicaa, how did your mother come to have such a lazy daughter as you? All your shining clothes have been left lying about neglected, but you may soon be married and need beautiful clothes, not only to wear yourself but to provide for your bridegroom's party. That is how a bride gains a good reputation with people, which brings great pleasure to her father and her mother. Let us go and do some washing together the first thing in the morning. I will go with you and help, so that you can get it done as soon as possible, because you certainly won't remain unmarried long. Every nobleman in Phaeacia, where you yourself were born and bred, wants you for his wife.'</p> <p style="text-align: right;"><b>Homer, <i>Odyssey</i>, book 6</b></p>	
(a)	<p><b>Odysseus has just arrived in Phaeacia.</b></p> <p><b>Give two details of how he arrived there?</b></p> <p>Answers should give any two details about how Odysseus came to Phaeacia:</p> <ul style="list-style-type: none"> <li>• by sea</li> <li>• clinging to a beam from his ship</li> <li>• which was wrecked by Poseidon</li> <li>• Odysseus had help from Athene</li> <li>• He washed up</li> <li>• at the mouth of a river</li> <li>• after praying to the river god</li> <li>• who calmed the current</li> <li>• Odysseus walked onto land towards woods</li> <li>• he fell asleep under a wild olive and cultivated olive.</li> </ul>	<p><b>[2]</b></p> <p>AO1:2</p>
(b)	<p><b>Explain how Nausicaa helps Odysseus and why this is significant in the <i>Odyssey</i>.</b></p> <p>Answers should include details of how she helps:</p> <ul style="list-style-type: none"> <li>• meets Odysseus as he comes ashore</li> <li>• gives him clothes</li> <li>• leads him into city</li> </ul>	<p><b>[6]</b></p>



Section A: Commentary Questions		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
1(d) Cont'd	<p>Answers should include factual details of:</p> <ul style="list-style-type: none"> <li>his first meeting with Nausicaa – he is naked, has to work out how to approach her; decides to speak from afar;</li> <li>he flatters her;</li> <li>Odysseus agrees to follow behind Nausicaa to avoid unnecessary talk as they go into the city;</li> </ul> <p>Answers might include the role of Athene in this.</p> <p>The best answers should include a range of information, not just the beginning of the encounter.</p> <p>Answers should demonstrate understanding of why Odysseus' treatment of Nausicaa is understanding. They should show:</p> <ul style="list-style-type: none"> <li>that they are aware of her situation, and why this meeting might be difficult</li> <li>discussion of Athene's role in bringing them together and strengthening Odysseus</li> <li>the cultural significance of a girl of Nausicaa's age speaking to a stranger.</li> </ul> <p>Answers should include whether or not they agree with view. They should interpret and evaluate the details given from the text to show how Odysseus shows understanding.</p> <p>They might include consideration of how he speaks and how she responds.</p>	<p>AO1:5</p> <p>AO2:5</p> <p>AO3:5</p>
<b>[Total: 30]</b>		
2	<p><b>Read the following passage from the <i>Odyssey</i> and answer the questions which follow:</b></p> <p>For nine days and nights we sailed on; and on the tenth we were already in sight of our homeland, and had even come near enough to see people tending their fires, when I feel fast asleep. I was utterly exhausted, for in my anxiety to speed out journey home I handled the sheet of my ship myself without a break, giving it to no one else.</p> <p>The crew began to discuss matters among themselves, and word went round that I was bringing home a fortune in gold and silver which the great-hearted Aeolus son of Hippotas had given me. And this is what they said as they exchanged glances: "It's not fair! What a captain we have, valued wherever he goes and welcomed in very port! Back he comes from Troy with a splendid haul of plunder, though we who have gone every bit as far come home with empty hands – and now Aeolus has given him all this into the bargain, as a favour for friendship's sake! Come on; let's find out and see how much gold and silver is hidden in that bag."</p> <p style="text-align: right;"><b>Homer, <i>Odyssey</i>, book 10</b></p>	

Section A: Commentary Questions		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
(a)	<p><b>Briefly describe how Aeolus first received Odysseus when he arrived on Aeolus' island.</b></p> <p>Answers should include details about how Aeolus first received Odysseus:</p> <ul style="list-style-type: none"> <li>• he entertained him for four months</li> <li>• he asked him lots of questions</li> <li>• he gave Odysseus all the help he asked for</li> <li>• he gave him the bag of winds</li> <li>• and called on West wind to help him.</li> </ul>	<p>[2]</p> <p>AO1:2</p>
(b)	<p><b>Explain why Aeolus reacted as he did when Odysseus returned to his island after this.</b></p> <p>Answers should include how Aeolus reacted:</p> <ul style="list-style-type: none"> <li>• he was astounded</li> <li>• he questioned how they came to back on the island</li> <li>• after all the help they had given Odysseus he expected him to have returned to Ithica</li> <li>• on hearing Odysseus' reply he became angry</li> <li>• he told Odysseus to get off the island instantly</li> <li>• he didn't give him any more help.</li> </ul> <p>Answers should explain the reason for this reaction:</p> <ul style="list-style-type: none"> <li>• the manner of Odysseus' return showed Aeolus that Odysseus was cursed by the gods</li> <li>• Aeolus did not want to help a man the gods detested, which would be going against their will.</li> </ul>	<p>[6]</p> <p>AO1:4</p> <p>AO2:2</p>
(c)	<p><b>In what ways is Homer's portrayal of the crew in this passage typical of how they appear elsewhere in the Odyssey?</b></p> <p>Answers should include details of how they appear here and elsewhere in the Odyssey:</p> <ul style="list-style-type: none"> <li>• here they are suspicious and lacking in trust,</li> <li>• this is how Eurylochus is presented later on, but the rest of the crew still support Odysseus</li> <li>• they are greedy here – elsewhere they also eat the Sun god's cattle</li> <li>• but elsewhere, for example with the Cyclopes, they follow Odysseus into danger without question</li> </ul> <p>Answers should show understanding of the role and character of the crew in the Odyssey:</p>	<p>[7]</p> <p>AO1:2</p>

Section A: Commentary Questions		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
2(c) Cont'd	<ul style="list-style-type: none"> <li>here the crew direct events, because of them they do not reach home but instead end up far off course again with many more adventures ahead of them</li> <li>normally however it is Odysseus who makes decisions and decides on actions, and the crew go along with him.</li> </ul> <p>Answers may note that this action of the crew effectively absolves Odysseus of blame for all their deaths, because had they not meddled they would have been safe at home in Ithaca.</p> <p>Answers should include evaluation of how typical their portrayal here is: This may suggest that the portrayal here is not that typical, and that more often the crew are shown as following Odysseus' leadership.</p> <p><b>The marking grid should be used to mark questions 1(d).</b></p> <p><b>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</b></p>	<p>AO2:3</p> <p>AO3:2</p>
(d)	<p><b>Do you think that the crew's perceptions of Odysseus outlined in this passage have any justification? In your answer you should show knowledge of Odysseus' actions elsewhere in the <i>Odyssey</i> to support your answer.</b></p> <p>Answers should include details of Odysseus' actions elsewhere in the <i>Odyssey</i>:</p> <ul style="list-style-type: none"> <li>details of times when Odysseus leads his men in to danger, for example with the Cyclopes - he does then get them out of it again, but with considerable loss of life</li> <li>details of Odysseus' reckless behaviour and temper – as they are escaping from the Cyclops Odysseus loses his temper and taunts him, making the Cyclops throw rocks at the ships and pray to Poseidon who then hates Odysseus</li> <li>instances when Odysseus is upset when his men die</li> <li>instances when he saves his men from danger</li> <li>instances of when Odysseus goes into danger with his men</li> </ul> <p>Answers should show understanding of how these events might shape the crew's perceptions of Odysseus:</p> <ul style="list-style-type: none"> <li>they share his sufferings</li> <li>or suffer far more than he does</li> <li>but Odysseus always gets the rewards</li> <li>but Odysseus is their leader</li> <li>he is kinsman to some of the crew</li> <li>he has led them through the Trojan war and all the adventures since</li> </ul>	<p>[15]</p> <p>AO1:5</p> <p>AO2:5</p>

Section A: Commentary Questions		
Option 1: Homer <i>The Odyssey</i>		
Question Number	Answer	Max Mark
2(d) Cont'd	<ul style="list-style-type: none"> <li>although he leads them into danger he almost always shares that danger himself</li> </ul> <p>Answers should evaluate whether or not there is any justification for the crew's perception of Odysseus:</p> <ul style="list-style-type: none"> <li>there is some justification</li> <li>but that not all of the crew's sufferings are Odysseus' fault</li> <li>sometimes, as here, the crew themselves are to blame for their position</li> </ul> <p>Answers may evaluate either way but should be supported with evidence and reasoning.</p>	AO3:5
		<b>[Total: 30]</b>

Option 1: Homer <i>Odyssey</i>		
Section B: Essays		
Question Number	Answer	Max Mark
	<p>The marking grid should be used to mark questions 3 and 4.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p>	
3	<p><b>‘Women are the source of many of the difficulties for Odysseus in the <i>Odyssey</i>.’ How far do you agree with this statement?</b></p> <p>Answers should include factual details of what women and goddesses do to hinder Odysseus:</p> <ul style="list-style-type: none"> <li>• details of Odysseus’ time with Calypso and her reluctance to let him leave her</li> <li>• her help to him in building a raft after the arrival of Hermes;</li> <li>• her attempts to persuade him to become immortal;</li> <li>• the role of Nausicaa in Scheria in getting him to Alcinous;</li> <li>• Arete’s role in helping Odysseus</li> <li>• Circe’s role as a source of difficulty – pig incident and delaying Odysseus by a year</li> <li>• Helpful in that she does help him get advice on how to get home in the end</li> <li>• Athene helps Odysseus throughout the <i>Odyssey</i></li> <li>• Though there are times when she is absent or helps in a more indirect way</li> </ul> <p>Answers should also consider some of the other obstacles:</p> <ul style="list-style-type: none"> <li>• Cyclopes</li> <li>• Scylla and Charibdis</li> <li>• his own men</li> </ul> <p>Answers should show some understanding of the role and cultural context of women/goddesses:</p> <ul style="list-style-type: none"> <li>• Nausicaa as a woman of marriageable age</li> <li>• Calypso as a nymph on her own and the offer of immortality to Odysseus</li> <li>• Circe having magical powers and its effects</li> <li>• Athene as a goddess and her powers of disguise and giving advice</li> </ul> <p>Answers should show an understanding of how the women/goddesses relate to the cultural context of the poem.</p> <p>Answers should evaluate with a focus on ‘how far’ they agree:</p>	<p><b>[30]</b></p> <p>AO1:8</p> <p>AO2:8</p>



Option 1: Homer <i>Odyssey</i>		
Section B: Essays		
Question Number	Answer	Max Mark
3 Cont'd	<ul style="list-style-type: none"> <li>women do cause many of the difficulties faced by Odysseus</li> <li>but there are a lot of other difficulties which cannot be blamed on women</li> <li>that in fact women often help Odysseus</li> <li>where they do cause difficulties to him, they are more of a delaying factor than a more dangerous threat</li> <li>in some senses though they are more of a barrier to his return home, because their attempts to stop him are more appealing and harder to resist than the more obvious threats</li> </ul>	AO3:14
4	<p><b>‘Odysseus may be cunning, but he is an ineffective leader.’ How far do you agree with this statement?</b></p> <p>Answers should include factual details of both Odysseus’ cunning and what he does to lead the party:</p> <ul style="list-style-type: none"> <li>his treatment of the Cyclops: use of wine, blinding, the escape method, but then the calling out to the Cyclops</li> <li>his mooring outside the harbour with the Lystraegonians and its consequences</li> <li>the falling asleep and the bag of winds</li> <li>the time spent with Circe and how he eventually moved on</li> <li>details of the men killed in each incident.</li> </ul> <p>Answers should demonstrate understanding of Odysseus’ cunning and the difficulties with his leadership.</p> <ul style="list-style-type: none"> <li>answers should show understanding of what a good leader might do</li> <li>and what the deaths of Odysseus’ men suggest about his leadership.</li> <li>they should also show how the actions he takes show cunning, where appropriate.</li> </ul> <p>Answers should evaluate ‘how far’ Odysseus is an effective or ineffective leader:</p> <ul style="list-style-type: none"> <li>answers should evaluate the actions of Odysseus in the light of the ideas of cunning and an ineffective leader</li> <li>answers might look at him as an effective leader</li> <li>they might suggest that cunning contributes to effectiveness</li> <li>they might compare cunning with other heroic characteristics</li> <li>and may decide that in the adventures Odysseus and his man face, cunning is more useful.</li> </ul> <p>Answers may evaluate either way, but should be supported with evidence and reasoning.</p>	<p>AO1:8</p> <p>AO2:8</p> <p>AO3:14</p>

Option 2: Ovid Metamorphoses		
Section A: Commentary		
Question Number	Answer	Max Mark
	<p><b>Read the following passage from the <i>Metamorphoses</i> and answer the questions which follow:</b></p> <p>First to be born was the Golden Age. Of its own free will, without laws or enforcement, it did what was right and trust prevailed. Punishment held no terrors. No threatening edicts were Published in tablets of bronze; secure with none to defend them, the crowd never pleaded or cowered in fear in front of their stern-faced judges. No pine tree had yet been felled from its home on the mountains and come down into the flowing waves for journey to lands afar; mortals were careful and never forsook the shores of their homeland. No cities were yet ringed round with deep, precipitous earthworks; long straight trumpets and curved bronze horns never summoned to battle; swords were not carried nor helmets worn; no need for armies, but nations were free to practise the gentle arts of peace.</p> <p style="text-align: right;"><b>Ovid, <i>Metamorphoses</i>, book 1</b></p>	
1(a)	<p><b>Give <u>two</u> details of how the Silver Age is different from the Golden Age.</b></p> <p>Answers should give any two relevant details:</p> <ul style="list-style-type: none"> <li>• it was inferior</li> <li>• spring shortened</li> <li>• four seasons instituted</li> <li>• air became parched/arid</li> <li>• hanging icicles</li> <li>• people looked for covered homes</li> <li>• corn sown in long furrows</li> </ul>	[2]
(b)	<p><b>Outline how Ovid describes the beginning of creation. Explain <u>one</u> reason why you think he begins his work with this.</b></p>	[6]

AO1:2

Option 2: Ovid <i>Metamorphoses</i>		
Section A: Commentary		
Question Number	Answer	Max Mark
1(b) Cont'd	<p>Answers might include points such as:</p> <ul style="list-style-type: none"> <li>• before earth or sea</li> <li>• nature was Chaos</li> <li>• a shapeless mass</li> <li>• no sun/moon</li> <li>• earth not poised in the air</li> <li>• no lasting shape for anything</li> <li>• a god resolved the strife</li> <li>• sorted out the elements to make a harmonious union</li> <li>• development of the separate elements</li> </ul> <p>Answers should demonstrate understanding of one reason why he begins with this:</p> <ul style="list-style-type: none"> <li>• Metamorphoses deals with all of time from the beginning of time to the re-foundation of Rome under Augustus</li> <li>• it is appropriate to start at the beginning of creation</li> <li>• sets Rome in the context of the whole creation.</li> </ul>	<p>AO1:4</p> <p>AO2:2</p>
(c)	<p><b>How does Ovid describe the Golden Age to make it particularly attractive?</b></p> <p>Answers should include details of features selected from the passage or elsewhere in the description of the Golden Age:</p> <p>From the passage</p> <ul style="list-style-type: none"> <li>• lack of laws</li> <li>• no terrors</li> <li>• no fear</li> <li>• no walls around cities</li> <li>• no battles</li> <li>• no need for armies</li> </ul> <p>from outside the passage:</p> <ul style="list-style-type: none"> <li>• no need to work the land for food</li> <li>• spring was the only season</li> <li>• rivers of milk and nectar</li> </ul> <p>Answers should demonstrate understanding of the features selected:</p> <ul style="list-style-type: none"> <li>• there did not need to be laws because trust prevailed without them</li> <li>• there was no unjust punishment that people needed to fear and defend themselves from</li> </ul>	<p>[7]</p> <p>AO1:2</p>

Option 2: Ovid <i>Metamorphoses</i>		
Section A: Commentary		
Question Number	Answer	Max Mark
1(c) Cont'd	<ul style="list-style-type: none"> <li>there was no need for walls around cities as peoples did not leave their lands to attack others</li> <li>there was no need for mankind to work because the earth provided enough to sustain them</li> </ul> <p>Answers should also evaluate why the particular features chosen are attractive this will vary depending on the features selected, focusing on:</p> <ul style="list-style-type: none"> <li>the idea of freedom</li> <li>the idea of peace</li> <li>eternal spring where men did not have to struggle to survive</li> </ul>	AO2:3
	<p><b>The marking grid should be used to mark question 1(d). The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</b></p> <p><b>(d) 'The account of the ages adds little to the <i>Metamorphoses</i>.' How far do you agree with this? In your answer you should show knowledge of each of the different ages.</b></p> <p>Answers should show a range of knowledge of the different ages:</p> <ul style="list-style-type: none"> <li>This should include knowledge of all four ages</li> <li>shown it in its context –</li> <li>the beginning of creation and the stories which follow.</li> </ul> <p>Answers should demonstrate understanding of Ovid's purpose in including the account of the ages:</p> <ul style="list-style-type: none"> <li>reference to their position at the beginning of the work</li> <li>the sense of starting with the big picture</li> <li>the idea of transformation and change which is a theme throughout the work</li> <li><i>Metamorphoses</i> deals with re-foundation of Rome and goes from the beginning of time to the present day and sets Rome in the context of the whole creation.</li> </ul> <p>Answers should include evaluation of whether or not the account of the ages adds anything to the <i>Metamorphoses</i>: Answers should consider what the story adds and how this might be quantified.</p>	<p>[15]</p> <p>AO1:5</p> <p>AO2:5</p> <p>AO3:5</p>
<b>[Total: 30]</b>		

Section A: Commentary Questions		
Option 2: Ovid <i>Metamorphoses</i>		
Question Number	Answer	Max mark
2	<b>Give <u>two</u> details of how Baucis and Philemon were rewarded for their hospitality.</b>	[2]
	(a) Answers should include two accurate details: <ul style="list-style-type: none"> <li>• they became priests/guardians in the temple which was previously their house;</li> <li>• transformation of house into a very rich palace</li> <li>• leaving poverty</li> <li>• not being killed</li> <li>• dying at the same time</li> </ul>	AO1:2
	(b) <b>Explain why Lelex decides to tell this story?</b>	[6]
	Answers should include why Lelex tells the story at this point: <ul style="list-style-type: none"> <li>• Ixion's son laughed at Achelous' story</li> <li>• accused him of putting too much faith in gods</li> <li>• that they can change the shape of things</li> <li>• Lelex wants to show that the power of heaven is measureless</li> <li>• whatever the gods wish is achieved</li> </ul>	AO1:4
	Answers should demonstrate understanding of why Lelex tells the story, including: <ul style="list-style-type: none"> <li>• his wish for the audience to appreciate the power of the gods</li> <li>• specifically to prove that they can change the shape of things</li> </ul>	AO2:2
	(c) <b>How does Ovid portray Lelex in this passage?</b>	[7]
	Answers should interpret the passage and show how Lelex is portrayed: <ul style="list-style-type: none"> <li>• that he is wise</li> <li>• he is brave</li> <li>• that he respects the gods and disapproves of blasphemy</li> <li>• that he enjoys storytelling</li> </ul>	AO3:2
	Answers should demonstrate understanding of the character of Lelex: <ul style="list-style-type: none"> <li>• he is older and speaks from experience</li> <li>• shows courage in speaking and risking ridicule;</li> <li>• he is keep to stand up for gods and believes in their power</li> <li>• he could just disagree but he illustrates his point with a story and is a good story-teller</li> </ul>	AO2:3

Section A: Commentary Questions		
Option 2: Ovid <i>Metamorphoses</i>		
Question Number	Answer	Max Mark
2(c) Cont'd	<p>Answers should support impressions and reasons with relevant details from the passage:</p> <ul style="list-style-type: none"> <li>• respects gods - 'All were aghast at these blasphemous words and voiced disapproval, especially Lelex.' and 'Whatever the gods decree is accomplished'.</li> <li>• wisdom and experience – 'whose mind reflected his riper years.' and 'I've been to the place myself'</li> <li>• believes in the power of the gods - 'The power of heaven cannot be measured,' he answered firmly. 'It knows no bounds.' And also the story itself.</li> </ul> <p><b>The marking grid should be used to mark question 1(d).</b></p> <p><b>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</b></p>	AO1:2
	<p><b>(d) 'Men are the playthings of the gods.' In what ways do you think that this is true in the story of Baucis and Philemon? In your answer you should show knowledge of whole story.</b></p> <p>Answers should include factual details of what the gods do, including:</p> <ul style="list-style-type: none"> <li>• the arrival of Mercury and Jupiter</li> <li>• their search for hospitality</li> <li>• the welcome they receive, and their response, including the magic of the wine bowl</li> <li>• the punishment of the neighbours</li> <li>• the rewards for Baucis and Philemon, and the transformation of the temple with ease.</li> </ul> <p>Answers should demonstrate understanding of the significance of the factual details given above:</p> <ul style="list-style-type: none"> <li>• the gods' power and how they use it.</li> </ul> <p>Answers should evaluate the statement focussing on the idea of a 'plaything':</p> <ul style="list-style-type: none"> <li>• answers might consider that the humans got what they deserved</li> <li>• the gods did not disguise themselves with the intention of testing men</li> <li>• and that the gods were not just playing.</li> </ul> <p>Evaluation should be supported with evidence and reasoning.</p>	<p>[15]</p> <p>AO1:5</p> <p>AO2:5</p> <p>AO3:5</p>
<b>Total 30</b>		

Section B: Essays		
Option 2: Ovid <i>Metamorphoses</i>		
Question number	Answer	Max Mark
3	<p>The marking grid should be used to mark questions 3 and 4. The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>How far do you agree that Ovid aimed not only to entertain but also to educate his audience?</p> <p>Give reasons for your answer and include details from the books of the <i>Metamorphoses</i> which you have read.</p> <p>Answers should include factual details of the stories in books 1, 3 and 8 of the <i>Metamorphoses</i>. Stories might include:</p> <ul style="list-style-type: none"> <li>• the flood,</li> <li>• the story of men and giants</li> <li>• Deucalion and Pyrrha</li> <li>• Python</li> <li>• Cadmus</li> <li>• Semele</li> <li>• Teiresias</li> <li>• Narcissus and echo</li> <li>• Pentheus and Dionysus</li> <li>• Meleager and the Calydonian boar</li> <li>• Scylla and Minos</li> <li>• the Minotaur and Ariadne</li> <li>• Baucis and Philemon,</li> <li>• Daedalus and Icarus.</li> </ul>	[30]
	<p>Answers might also include stories from other books of the <i>Metamorphoses</i>, and while this is not required, it should still be credited.</p>	
	<p>Answers should demonstrate understanding of the nature and function of Ovid's stories and style of writing:</p> <ul style="list-style-type: none"> <li>• A distinction between the creation stories in book 1 and those which are more clearly mythological</li> <li>• the details which he includes to make things entertaining</li> <li>• also the emphasis given to love and metamorphosis in each story</li> <li>• any elements that might have been intended to educate.</li> </ul>	
	<p>Answers should evaluate whether Ovid intended to educate as well as entertain his audience:</p> <ul style="list-style-type: none"> <li>• an awareness of any lessons which can be drawn from the chosen stories</li> <li>• and also show how Ovid made these stories amusing.</li> </ul>	

Section B: Essays		
Option 2: Ovid <i>Metamorphoses</i>		
Question Number	Answer	Max Mark
3 Cont'd	<ul style="list-style-type: none"> <li>• Interpretation based on the factual details given.</li> </ul> <p>Answers might distinguish between the myths as received by Ovid and his interpretation of them.</p>	
4	<p><b>‘Everything changes, nothing remains the same.’ How far do you think that Ovid demonstrated this through the stories in the <i>Metamorphoses</i>?</b></p> <p><b>Give reasons for your answer and include details from the books of the <i>Metamorphoses</i> which you have read.</b></p> <p>Answers should include factual details of the stories in books 1, 3 and 8 of the <i>Metamorphoses</i>:</p> <ul style="list-style-type: none"> <li>• the flood,</li> <li>• the story of men and giants,</li> <li>• Deucalion and Pyrrha</li> <li>• Python</li> <li>• Cadmus</li> <li>• Semele</li> <li>• Teiresias</li> <li>• Narcissus and echo</li> <li>• Pentheus and Dionysus</li> <li>• Meleager and the Calydonian boar</li> <li>• Scylla and Minos</li> <li>• the Minotaur and Ariadne</li> <li>• Baucis and Philemon,</li> <li>• Daedalus and Icarus.</li> </ul> <p>Answers might also include stories from other books of the <i>Metamorphoses</i>, and while this is not required, it should still be credited.</p> <p>Answers should demonstrate understanding of the nature of Ovid's work and the concept of change/metamorphoses:</p> <ul style="list-style-type: none"> <li>• an understanding of the nature of the myths which Ovid depicts in the <i>Metamorphoses</i></li> <li>• a clear connection back to the idea of transformation/ Metamorphoses</li> <li>• within the stories chosen answers should show how the transformation happens</li> </ul>	<p>AO1:8</p> <p>AO2:8</p>



Section B: Essays		
Option 2: Ovid <i>Metamorphoses</i>		
Question Number	Answer	Max Mark
4 Cont'd	<p>Answers should evaluate how far Ovid demonstrated that 'Everything changes, nothing remains the same' through the stories in the <i>Metamorphoses</i>. This should include:</p> <ul style="list-style-type: none"> <li>• Interpretation and evaluation of the statement in relation to the stories chosen</li> <li>• focus on the nature of the stories and how Ovid uses them.</li> <li>• Answers might also conclude that Ovid did not always demonstrate this</li> <li>• Or that while the stories always involve transformations this and other themes, such as love, punishment for wrong –doing etc keep recurring throughout the stories</li> <li>• So while everything changes other things still remain the same.</li> </ul>	AO3:14

	AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.		AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.		AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.	
Thorough	5	8	5	8	5	12-14
	Demonstrates <b>thorough</b> knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Essays only - text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i>		Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.		<b>Thorough</b> evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question.	
Sound	4	6-7	4	6-7	4	9-11
	Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence. Gives a <b>sound</b> overview. <i>Essays only - text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i>		Demonstrates <b>sound</b> understanding of evidence with explanation.		<b>Sound</b> evaluation with analysis of evidence. Answers offer a personal response to the question.	
Some	3	4-5	3	4-5	3	6-8
	Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Essays only - text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i>		Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.		<b>Some</b> evaluation with <b>some</b> analysis of evidence. Answers offer a personal response to <b>some</b> of the question.	
Limited	2	2-3	2	2-3	2	3-5
	Demonstrates <b>limited</b> relevant knowledge and information. <i>Essays only - text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i>		Demonstrates <b>limited</b> understanding of evidence.		<b>Limited</b> evaluation and analysis of the evidence. Answers offer a personal response at a <b>limited</b> level.	
Minimal/ None	0-1	0-1	0-1	0-1	0-1	0-2
	Demonstrates <b>minimal or no</b> relevant knowledge. <i>Essays only - text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i>		Demonstrates <b>minimal or no</b> understanding of evidence.		<b>Minimal or no</b> evaluation of the evidence. Answers offer a <b>minimal</b> personal response, or <b>no</b> response.	

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1(a)</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>1(b)</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>6</b>
<b>1(c)</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>7</b>
<b>1(d)</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>
<b>2(a)</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>2(b)</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>6</b>
<b>2(c)</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>7</b>
<b>2(d)</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>
<b>3</b>	<b>8</b>	<b>8</b>	<b>14</b>	<b>30</b>
<b>4</b>	<b>8</b>	<b>8</b>	<b>14</b>	<b>30</b>
<b>Totals</b>	<b>21</b>	<b>18</b>	<b>21</b>	<b>60</b>

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